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TITLE Evaluation of Team Teaching and Children's Continuous Progress (Module VI). Description of Teacher Inservice Education Materials.

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ABSTRACT

The focus of the teaching module described here is on methods of evaluating the pupil's progress in a team teaching situation and use of the parent-teacher conference as an evaluation technique. Emphasis is placed on understanding the need and purposes of continuous progress reporting (on the pupil and the program itself) and the means by which it can be accomplished. The techniques offered may be used from grades kindergarten through the secondary level. Information is given on the program purposes, content, activities, resources, and history of development. Ordering information and a critique are also included. (JD)

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ED166158

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: EVALUATION OF TEAM TEACHING AND CHILDREN'S CONTINUOUS PROGRESS (Module VI)

Publication Date(s): 1971

Intended Users: Preservice and inservice teachers and administrators who are interested in an individualized multi-media approach to the study of team teaching

Grade Level(s): Kindergarten, elementary, middle, secondary school

Number: Individual or group

Primary Focus: The intent of the series is to help teachers gain the knowledge and skills necessary for implementation of an effective team teaching program.

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School subject(s) and/or inservice topic(s) covered:

The inservice topic addressed in this series is team teaching; Module VI focuses on methods of evaluating the pupil's progress in a team teaching situation and use of the parent-teacher conference as an evaluation technique. Emphasis is placed on understanding the need and purposes of continuous progress reporting (on the pupil and on the program itself) and the means by which it can be accomplished.

What participant does in using the materials:

Participant completes the Study Guide provided in the beginning of the module booklet, interprets the answers according to the Key for Interpreting the Study Guide. From use of this guide s/he determines an appropriate course of study from the options provided. Learning activities include reading, answering questions posed in the module, listening to tapes, filling out sample report cards, role-playing, and group discussion.

Resources:

The product is comprised of a 152-page manual and an audiotape which presents three parent-teacher conference case studies. An audiotape player will be needed for program implementation. All instructions for course completion are furnished within the module booklet. Time requirements are flexible and will vary with learning activities selected and the individual user's own goals and personal style of learning. If the course is implemented in a group, a group instructor is needed.

Describer critique:

The product is very well written and organized. It is easy to use and the material is both well presented and valuable to anyone in a team-teaching situation or interested in becoming involved in one.

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1.0 PURPOSES:

Rationale and Purpose

The developer's rationale for the development of this product is that "if we are to complete [the] task of bringing change and innovation into our schools and our methods of teaching, our teachers . . . must be given opportunities for acquiring the knowledge and experience that will enable them to take the lead in effective change." Therefore, the purpose of this module is "to help teachers gain the knowledge and develop the skills they will sorely need in a teaching environment which may be both new to them and to their pupils."

Objectives

Specific objectives are listed by the developer as follows and they include the general goals of attitude change, value clarification and understanding:

1. "Preservice and inservice teachers will understand the primary purposes and functions of reporting in a continuous progress program.

2. Preservice and inservice teachers will understand the importance of emphasizing individual progress in evaluating and reporting children's continuous progress.

3. Preservice and inservice teachers will understand the value of a reporting system which accurately reflects a child's progress, both in terms of his own needs and abilities and also in relation to the progress of other children.

4. Preservice and inservice teachers will be aware of the inadequacies of the traditional methods of evaluation in reporting individual pupil progress.

5. Preservice and inservice teachers will understand and appreciate the advantages of establishing two-way communication between parents and teachers in regard to pupil progress.

6. Preservice and inservice teachers will understand the need for involving pupils in the evaluation procedures.

7. Preservice and inservice teachers will develop an awareness of the need for, and means by which, a team teaching program can be evaluated."

2.0 CONTENT — Scope and Sequencing of Topics:

The product consists of a 152-page soft cover book and an audiotape which presents three parent-teacher conference case studies. The book's contents are listed below.

I.	White Pages User's Manual for Team Teaching Modules Team Teaching Modules--Outline of Content	11 pages
II.	Gold Pages Objectives for Module VI Audio-Visual Resources Directions for Study Study Guide Key for Interpreting Study Guide	11 pages
III.	Pink Pages Review of Selected Literature on Evaluation of Pupil Progress	15 pages
IV.	Yellow Pages Individual Activity Views on Reporting and Grading	3 pages
V.	Gray Page Group Activity Views on Reporting and Grading	1 page
VI.	Blue Pages Individual Activity for Studying Parent-Teacher Conferences	20 pages
VII.	Gray Pages Group Activity for Studying Parent-Teacher Conferences	17 pages
VIII	Green Pages Individual Activity for Selecting and Evaluating Report Cards	29 pages
IX.	Gray Page Group Activity for Selecting and Evaluating Report Cards	1 page
X.	Beige Pages Article: "Evaluation" Appraisal of Team Teaching and Continuous Progress Instructions	10 pages
XI.	Gold Pages Module VI Posttest and Answer Key	7 pages

The material can be used in part, depending on the needs of individual users. The developer notes that Module I of this series is a prerequisite to use of all the other modules, and Module V is a prerequisite to use of this module, Module VI.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *inservice* activities:

The participant completes the Study Guide (answers the questions), interprets the answers, and decides on a specific course of study for the remaining materials. User will complete appropriate learning activities, answer the pertinent questions and take a posttest. User will work individually and/or with a group of peers and an instructor. User does the training in a classroom setting. There is an audiotape which presents case studies on parent-teacher conferences; the participant monitors this (optional) and answers the corresponding questions. Role-playing and group discussion are also recommended activities.

3.2 Help given in use of product:

The product is a 152-page soft cover book. It contains all directions for use of the product, and notes addressed to the course instructor.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Several sections of the module have assessment instruments at the end of the section, with an answer key provided. There is a final posttest covering the entire module.

There is also a Study Guide in Section II which guides users and makes suggestions for further study.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Time spent using the product will vary, as it is a self-paced course. Classroom space is required. A tape player--either reel-to-reel or cassette--is necessary. An instructor is needed for program implementation. Otherwise, the only needed resource is the 152-page module book itself.

5.2 Distributor name/address:

Leslie Press
211 Leslie Street
Dallas, Texas 75207
(214) 748-0564

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
Module VI - Evaluation of Team Teaching and Children's Continuous Progress	Module-$2.80	no	one	yes
Audiotape - "Parent-Teacher Conferences"*	$3.00 (out of state) $2.00 (Texas	no	one	yes

*Audiotape must be ordered separately from:

Education Service Center
Fifth at Speight Street
P.O. Box 6428
Waco, Texas 76706
(specify reel-to-reel or cassette)

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

L. Jean York, associate professor of Curriculum and Instruction, University of Texas at Austin, is the developer of this program. She was assisted by: Mrs. Roberta Benson and Mrs. Judith Witze, Research Associates.

6.2 How developed and when:

This module is one of a series of seven instructional units. The work was performed pursuant to a grant from the United States Office of Education, Department of Health, Education and Welfare, during the period from 1969 to 1971. The product was field tested at the University of Texas.

6.3 Evidence of effectiveness with users:

Groups involved in field testing included individuals varying in age from 19 to 70 years, in teaching experience from 0 to 50 years, and in professional level from junior preservice teachers to school superintendents with doctorates.

The developer notes that as a result of field testing, revisions have been made on the product; however, the project staff provided no formal results of the field tests which they conducted.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The need addressed in this product is for teachers to improve their ability to function in a team teaching situation with regard to pupil evaluation and parent-teacher communication. The product is appropriate in meeting this need.

It is adaptable for preservice and inservice teachers and could be of use to counselors and administrators.

The product is extremely well-organized; the color-coding of the book section is a helpful detail. The language is clear and easy to understand. The product is easy to use, and technical quality is very good.

Content accuracy/social fairness/community acceptance issues:

Content appears to be accurate.

Content should be considered controversial to the extent that some teachers and parents have not fully accepted the practice of team teaching.

Overall summary/comment:

The main strengths of the product are excellent organization, good use of language, and ease of use. The activities fit well with the objectives and would be of value to teachers. The product would be valuable to a teacher entering a team teaching situation and to an administrator trying to set up team teaching in a school system.

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